

# Backward Design



## Learning with a purpose

<http://larcstartalk.wikispaces.com>

# Toni Theisen

Loveland High School  
Loveland, Colorado 80538

[theisent@gmail.com](mailto:theisent@gmail.com)

<http://tonitheisen.wikispaces.com>

<http://lhsfrenchclasses.wikispaces.com/>



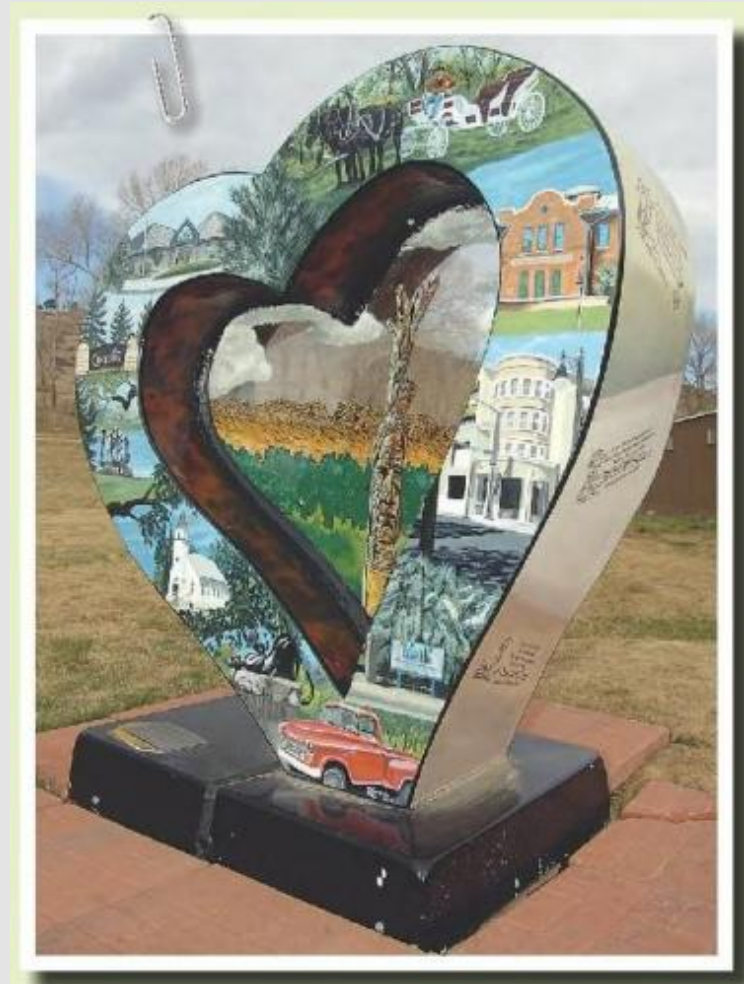
# Toni Theisen

Loveland High School  
Loveland, Colorado 80538

[theisent@gmail.com](mailto:theisent@gmail.com)

<http://tonitheisen.wikispaces.com>

<http://lhsfrenchclasses.wikispaces.com/>

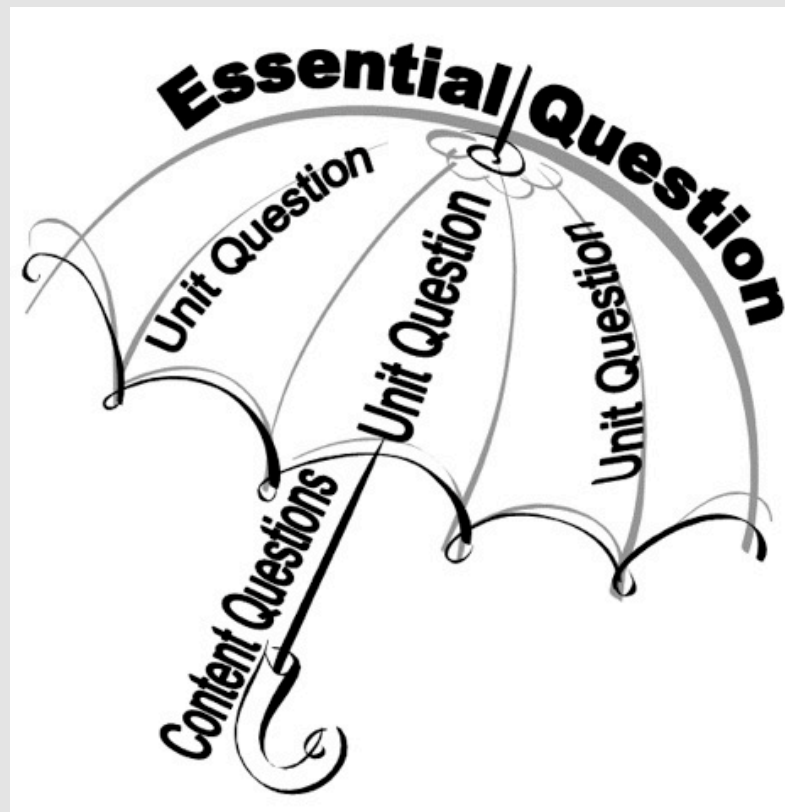


# Today's Essential Question

- How do teachers create student-centered standards-based thematic units that engage all learners using backward design?
- How do teachers create formative and summative assessments?



How does “backward design” change the way instruction is organized?



## US Boys: Jena Lee-France

[http://www.youtube.com/watch?v=W\\_06twLmgRg](http://www.youtube.com/watch?v=W_06twLmgRg)

### Interpretive mode assessment

- List 4 different stereotypes about American schools evident in this video.
- Write them on your internet Etherpad page.







# Interpersonal mode assessment

With a partner discuss the stereotypes and indicate which ones are true or false. Elaborate. Create the online Venn diagram as you discuss.

<http://www.readwritethink.org/files/resources/interactives/venn/>

# Presentational mode assessment

- Choice 1: Create a video about your school to clear up the stereotypes and give a true view of an American school. (see list of movie makers)
- Choice 2: Create a video or Glogster about school stereotypes of France.
- Choice 4: Create a Prezi to offer solutions to diffuse stereotypes.
- Choice 3 : Your choice

# How does “backward design” impact student learning?





What is backward design?

## What is backward design?

- A unit design framework for beginning with the end in mind. (*What does the learner know, understand is able to do?*)

## What is backward design?

- A unit design framework for beginning with the end in mind. (*What does the learner know, understand and is able to do?*).
- A way to integrate *standards, curriculum, instruction, and assessment* within a unit with targeted results.



## What is backward design?

- A unit design framework for beginning with the end in mind. (*What does the learner know, understand is able to do?*).
- A way to integrate *standards, curriculum, instruction*, and *assessment* within a unit with targeted results.
- A way to enhance meaningful understanding and transfer of learning.

# Learner-centered



- Backward design is a way to authentically put the learner in the center of instruction.
- There is a BIG difference between just knowing and really understanding.

# The learner will....

- Review the principles of backward design
- Analyze a thematic unit that uses backward design.
- Review of the standards and how to integrate them into thematic units.



What is 'backward design?

# What is 'backward design'?

- The backwards design model centers on the idea that the design process should begin with identifying the desired results and then "work backwards" to develop instruction.
- "the end in mind"
- The framework identifies three main stages:

# The 3 Stages of Backward Design

1. Identify desired results	What will the students know, understand and will be able to do?
2. Determine acceptable evidence of learning	How will the students know when they have reached the goals?
3. Plan learning experiences and instruction	What do I need to do in the classroom to prepare them for the assessment?



# Stage 1: Identify Desired Results

- What relevant goals (content standards, objectives, learning outcomes, knowledge, skills) will this unit address?
- What is worth learning?
- What is an Essential Question?
- What is an Enduring Understanding?
- What are Guiding Questions?

# Stage 1: Identify Desired Results

- What relevant goals (content standards, objectives, learning outcomes, knowledge, skills) will this unit address?
- What is worth learning?
- What do students want to learn?
- What is relevant?
- What is an Essential Question?
- What is an Enduring Understanding?
- What are Guiding Questions?

# Stage 1: Identify Desired Results

- Choose a unit theme and subthemes.
- Establish outcomes based on the standards.
- Identify content knowledge and skills that align with theme.
- Write Essential Question?
- Write an Enduring Understanding?
- Write Guiding Questions?

# Essential Question

- Overarching concept
- Frames thinking around theme.
- Hooks, challenges and guides students.
- Open-ended and resist a simple or single right answer
- Deliberately thought-provoking and/or controversial
- Require students to draw upon content knowledge and personal experience

# Essential Question examples

- Why do people search for liberty and freedom?
- How does media affect the ways we view others?
- How does where we live impact what we eat?
- How does culture impact geometry?
- How is our understanding of culture and society constructed through and by language?
- What is art and its function in our lives?

# Enduring understanding

- What do you want students to remember “5 years” from now about this unit?
- Frame the big ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills.
- Generalizations about unit.
- A statement.



# Enduring understanding examples

- The French Resistance was a strong force in the history of WWII in France.
- School is a reflection of the beliefs and ideas of a culture.
- Participation in lifelong sports support physical and mental wellness.
- There are different number systems that can represent the same quantities.

# Guiding questions

- Guide the thinking of the unit.
- Unpacks the ideas of the unit.

# Guiding questions examples

- How did the French Resistance impact major events in WWII in France?
- How was the French Resistance movement formed and sustained? What were the results?

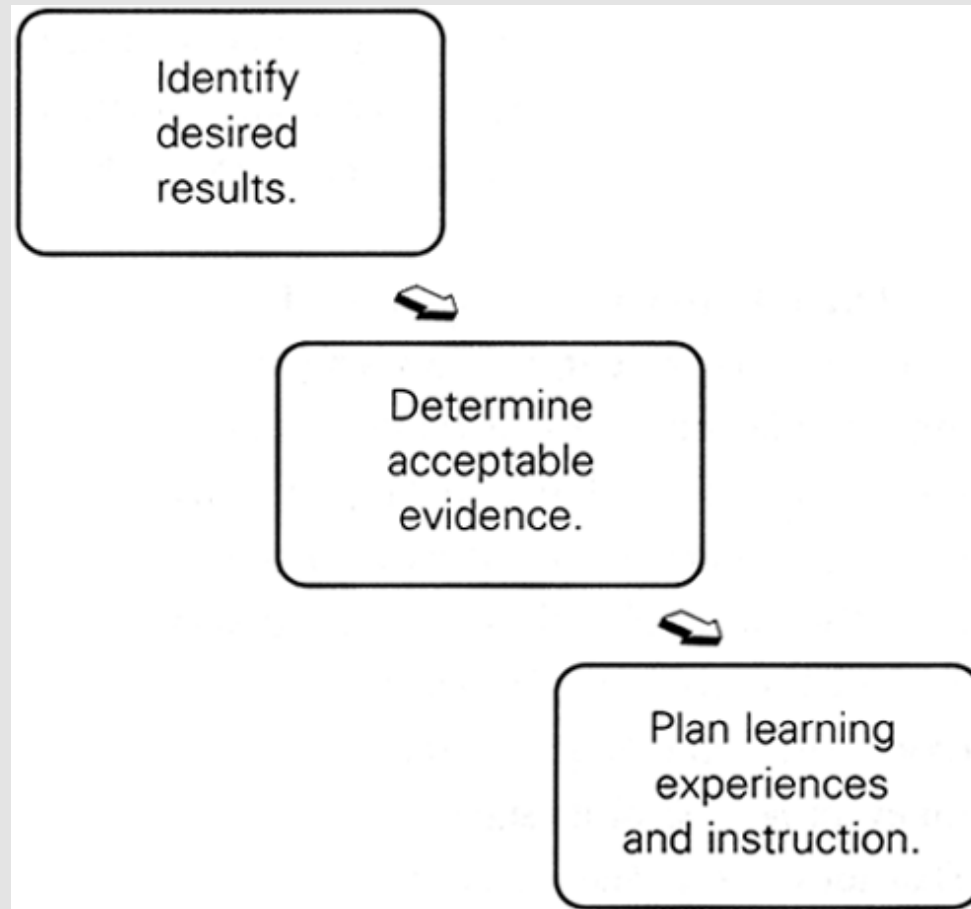
## Stage 2: Determine acceptable evidence of learning

- How will we know if students have achieved the desired results and met the standards?
- What types of assessments do we design?
- Learning checks, formative assessments, summative assessments.

## Stage 3: Plan learning experiences and instruction

- What learning experiences, instructional strategies, activities, etc. will enable students to achieve the desired results?
- What needs to be taught and how?

# Three Stages:







<http://www.faceinhole.com>